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ABSTRACT

Designed to improve internal communications at Michigan's Macomb Community College (MCC), this plan identifies strategies, goals, objectives, and activities which are consistent with established policy and an organizational assessment. After section I provides introductory comments, section II considers the policy implications of the communications plan. Section III offers an environmental analysis, identifying the kinds of information desired by employees, internal communications distribution models, characteristics of effective communications, and environmental changes that will affect communications in the future. Section IV presents the results of an organizational assessment conducted to identify the separate audiences of internal communications, assess employee attitudes concerning the content and processes, document the existing vehicles and media available for use, and anticipate changes. After section V discusses the goals and objectives of internal communications, section VI presents an action plan which includes the formation of an internal communications committee, program recommendations, and timelines. Finally, section VII considers evaluation criteria and measures, communications research, and management reporting. A 15-item bibliography and appendixes containing additional information about MCC and the communications project are included. (EJV)

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MACOMB COMMUNITY COLLEGE

INTERNAL COMMUNICATIONS PLAN

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MACOMB COMMUNITY COLLEGE
INTERNAL COMMUNICATIONS PLAN

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MACOMB COMMUNITY COLLEGE
INTERNAL COMMUNICATIONS PLAN

Introduction

Internal organizational communications can be defined as "the coordination and mediation necessary to create a work environment that meets the needs of both the organization and the employees" (Cutlip, Center & Broom, 1985, p.312). This implies that effective internal communications is not only a prerequisite activity for the accomplishment of organizational mission and goals, but that it is also a key factor in job satisfaction for individuals. Internal communications must address both needs.

No other organizational activity appears so all-encompassing, so ambiguous, and so problematic as internal communications. It is the basis for the relationships and mutual understanding, both interpersonal and intergroup, which enable an organization to function. Peter Drucker (1973) interprets communication in organizations not as a means of the organization, but rather as the mode of organization. In other words, it is the way in which an organization operates.

The purpose of this plan is to identify strategies, goals, objectives and activities for effective internal communication at Macomb Community College. They are to be consistent with established policy, and merge opportunities presented through an analysis of environmental information with those identified through organizational assessment.

Macomb Policy Implications

Because internal communication is central to the accomplishment of the organization's mission and the coordination of organizational activities, it needs to be approached in light of existing policy. There are three major College policy statements that directly apply to this topic.

Statement of Advancement Philosophy

The Macomb Community College Statement of Advancement Philosophy (Appendix A) is an official policy adopted by the College's Board of Trustees as a foundation for the advancement function. It states that the advancement function is charged to help the College meet its mission by strengthening relationships and encouraging mutual understanding, benefit and satisfaction between the College and its employees as a key constituency. In doing so, continuous information flow and interaction is used to monitor the environment, and to assist organizational innovation and adaptation to changing conditions.

The Statement of Advancement Philosophy is detailed in an Advancement Framework (Appendix B), outlining the component areas of activity that comprise the advancement function. Those areas of activity are:

- Strategic Planning
- Operational Planning
- Enrollment Development
- Market Research/Product Development
- Resource Development
- Internal Communications
- Reputation Development
- Community Relations
- Support Services

The leadership of the Internal Communications program is to be supplied by College Relations in close concert with Employee Relations. The implementation of the program, as detailed in this plan, is to be conducted in a decentralized fashion throughout the College and coordinated through a representative group of employees.

Employee Philosophy and Principles

According to the statement of Employee Philosophy and Principles as revised by representatives of the employees of Macomb Community College on August 12, 1985, the following communication principles are among those aimed at optimizing achievement of the College's mission and goals. The College is to:

- Recognize the individual achievement and service of employees.

- Encourage all staff to upgrade their skills and capabilities through continuing programs of training and education.

- Encourage open communication to take advantage of ideas and knowledge of all employees.

- Encourage communication and mutual understanding between and among employees and College units.

- Foster an atmosphere of honesty and trust related to both data and news.

- Solve problems and resolve conflicts openly through established channels.

Collectively, these statements emphasize the need for openness in communications and the sharing of information and new ideas, concern for personal interaction and involvement, support for staff development, recognition of exemplary performance and personal and institutional accomplishments, and the maintenance of self-esteem.

Ongoing Organizational Pursuits

Several of the stated Ongoing Organizational Pursuits (as adopted by the President's Council, July 2, 1984) prescribe activities for internal communications at the College. They provide direction toward:

People Orientation	- Recognition of achievement - Emphasis on internal communication
Information Management	- External compliance - Internal improvement - Uniformity and consistency - Utility and value - Accuracy and availability of data
Issue Orientation	- Early alert system - Impact capability - Awareness of public opinion

A summary of these policies mandates a proactive internal communication program that deals with integration of organizational values, staff performance and development, individual and group recognition, and work interruption, stoppage or severance. They also prescribe a standard of quality that ensures accuracy, timeliness and reliability of information.

Macomb Community College, including its management and staff, aspires to the philosophy of open communication flowing upward, downward and laterally throughout all levels of the organization. The College recognizes both the need to know and the right to know which drives communication with and among employees and strives to facilitate access to information.

Environmental Analysis

A review of formal research on worker attitudes and communication indicates a nationwide trend in organizations toward much more open and interactive communication with employees. Opinion Research Corporation has performed longitudinal studies of the opinions of 250,000 employees in some 200 organizations since 1950. Companies in the database represent a broad spectrum drawn from many industries in all geographic regions of the country. Their results show that:

1. Large majorities of management, professional, clerical and hourly employees give their organizations' internal communications high scores on credibility.

2. The same groups give their organizations much lower scores on the amount of downward and upward communication -- ranging from 26 to 40 percent favorable for downward flow and 23 to 43 percent favorable for upward flow.

3. Employees in all groups also report that they get most of their useful information from the grapevine, but prefer getting it from their supervisors, from meetings with management and from publications.

In a 1982 study of 26 organizations by the International Association of Business Communicators (IABC), nine out of 10 employees ranked their immediate supervisor as the preferred source of information and ranked the grapevine as the least preferred source of information (Cutlip, Center & Broom, 1985).

A recent study co-sponsored by IABC and Johnson and Higgins consulting firm (PR News, 1987) surveyed 132 chief executive officers of Fortune 500 service and industrial companies. It revealed that 97% of the CEOs believe that communication with employees directly influences job satisfaction. They also think that it improves employee commitment (94%) and job performance (84%).

Information Desired by Employees

The 1982 IABC study also identified the kinds of information that employees want from employee communications. Table 1 summarizes these results and compares them with the preferences of Macomb Community College employees gathered through a College-wide communications audit in January of 1987. For the most part, the responses of Macomb employees were consistent with the national data, especially in identifying organizational plans for the future as an item of high interest. However, Macomb audiences gave a somewhat higher interest rating to the operations of other groups when asked about their interest in departmental and committee activities. In fact, Macomb audiences indicated higher interest on most of the topics, possibly indicative of a general desire for more information.

Table 1
Information Desired by Employees

Subject	"Interested" or "Very Interested"	
	National	Macomb
Organizational plans for the future	95%	90%
Personnel policies and practices	90	85
*Employee programs (workshops, health)		88
Effect of external events on my job	88	88
Operations outside my department or division	85	
*Department/committee activities		91
How we are doing vs. the competition	83	
*Enrollment trends		83
Personnel changes and promotions	81	84
Organizational community involvement	81	81
How the organization uses its profits	78	
Financial results	76	
*Financial management information		80
Advertising/promotional plans	77	81
Human interest stories about other employees	70	80

*Related questions asked of MCC employees

Internal Communications Distribution Models

An internal communications system is not only concerned with the types of information distributed but also with the distribution methods and interaction involved. A summary of communications distribution models differentiated by purpose and other characteristics is included in Appendix E. The four models presented are (1) publicity, (2) public information, (3) two-way asymmetric, and (4) two-way symmetric. Although all models have appropriate applications, it is most desirable that the organization's internal communications system follow the two-way symmetric model, given Macomb's values and philosophy. The two-way symmetric model depicts the sender and the receiver of messages in an equal partnership.

The characteristics of the two-way symmetric model include a purpose of mutual understanding, communication of a two-way nature with balanced effects, interaction occurring among and between groups, and research that is formative, focusing on evaluation for understanding.

Characteristics of Effective Internal Communications

Wexley and Yukl (1977) point out several characteristics of effective organizational communications. These include (1) regular research and planning for internal communications as a system, (2) mechanisms to deal with communication problems, (3) communication skills training programs, and (4) formalized networks.

Communication problems that frequently occur in organizations are incomplete comprehension, overload, insufficient upward communication, and insufficient downward communication. Comprehension of messages is facilitated by simple and direct language, ample redundancy and provisions for feedback. Overload can usually be handled by queuing or filtering or by increasing information processing capacity through training and technology. Insufficient upward communication can be improved by multiple and independent sources of information. Insufficient downward communication can be improved through managerial training, formalized information sharing procedures and the use of appropriate media. Care must also be taken to identify whether problems are truly "communication" problems or symptoms of something else, such as interpersonal or intergroup conflict.

Training to improve the communication skills of individual employees can improve the system as a whole. This includes focus on the understanding of how communication works, how it applies to their jobs and training in the use of communications technology.

Well-designed communication networks prevent the proliferation of inaccuracy that occurs through informal systems. To be effective, communication networks need to acquire and distribute information that is relevant and timely. Improvements can be obtained by training personnel to use the communication networks effectively. Network design and personnel training are complementary approaches.

Environmental Futuring

Organizational communications will be affected in the future by (1) access to communications technology, (2) a rapidly changing and more competitive environment and (3) the need to maximize the contribution of each individual employee.

Technology is changing the channels of communication -- bringing the sender and the receiver of messages closer in terms of time and access (Naisbitt, 1982). It is also opening up new channels of communication with a wider range of sophistication. The implications of this changing technology will require equipment and training to ensure open access to members of the organization.

> Higher education is an interactive communications business, and technology should be utilized in its communications to equal the advances being made by other industries. This will not decrease the need for human interaction, but it should provide additional opportunities in teaching, learning, and the provision of specialized assistance to students. As more people become comfortable with the technology that is all around them, the institution that does not prepare well for integration of this technology will find itself left behind. (Vaughan & Associates, 1983, p. 242-243)

Technology has also made more information available than ever before, presenting a new problem in information overload. Solutions to this problem will require mechanisms such as summary formats and retrieval databases. Organizations will need to address their abilities in reducing and interpreting data, packaging it effectively, documenting decisions, explaining complex matters in simple terms, and persuading and gaining commitment to ideas.

Adaptation of the organization to a rapidly changing environment requires accurate and continual assessment of that environment. This could be enhanced through formalization of an environmental scanning process. It also requires an emphasis on the development of the human resources of the organization, with full utilization of the creativity and contribution of all employees.

Organizational Assessment

A review was conducted of Macomb Community College to (1) identify the separate audiences of internal communications, (2) assess employee attitudes concerning the content and processes, (3) document the existing vehicles and media that are available for use, and (4) anticipate relevant future conditions within the organization.

Audiences

At the institutional level, the audiences of internal communications are considered to be all employees and affiliates, as characterized by commitment and responsibility to and from the organization. Employees are generally viewed as a single group although, functionally, it is often necessary to communicate with various sub-groups differently. Affiliates are those persons not on the payroll, but still personally aligned with the organization. This would include members of the Board of Trustees, program advisory board members, retirees, and current students.

With about 1800 full-time and part-time employees during peak staffing periods, Macomb Community College is among the largest employers in Macomb County. Separated in three geographical locations, occupying the College's nearly 1.5 million square feet of space, and interfacing with some 32,000 students at the institution, the employees are at once one of the most powerful resources of the College and one of the most widespread and difficult audiences for communication.

Employees at the College are segmented into many formal and informal sub-groups, each with its own opinion leaders, decision makers, established methods of receiving and sending information, and readership and listening patterns. Examples of such sub-groups include:

- Members of the five functional units (Academic Affairs, Student and Community Services, Business, College Relations and Employee Relations)
- Members of the six bargaining units (Faculty, Administrative, Supervisory and Technical, Clerical, Maintenance and Plant Guards)
- Members of each operating location (South Campus, Center Campus, Fraser Campus)
- Members of divisions, departments or offices of every size and configuration.
- Members of standing committees and formal task forces.
- Members of groups united informally around a specific issue, cause or task.

The internal communications plan recognizes that both formal and informal communication processes will be created and modified for and by each of these groups as needed.

Employee Attitudes toward Internal Communication

A survey of organizational climate was conducted for the academic unit in 1984, and repeated in 1986. In 1984, the openness and amount of communication among and between groups within the unit was found to be greatest among peer groups (particularly for support and clerical staff and for associate deans) and least with campus committees and upper management. All employees perceived a fairly low level in the amount of communication upwards and downwards in the organization.

Faculty were the most satisfied group of employees and the most autonomous and separate. They found cooperation and openness among themselves, but not with management. Part-time faculty perceived a greater amount of trust in communication than did full-time faculty, but felt less freedom to initiate communication.

When the survey was repeated in 1986, the responses of members of the academic unit had changed somewhat from 1984. There was a great deal of progress overall in the job satisfaction, involvement, and contribution of associate deans. They were overwhelmingly more positive than they had been in 1984. Support staff, on the other hand, seemed to view themselves as being isolated and alienated, even from their own peers. It appeared there was a need for some mechanism for these individuals to be heard. There was not much change in faculty perceptions, except that deans were viewed more positively. Survey results suggested, however, that a deliberate effort was needed to enhance faculty understanding and trust in administration.

In 1986, standing committees had lost stature in the eyes of faculty, perhaps through lack of involvement. There was evidence of a need for more communication between committees and individual faculty members, in both directions. Institutionally, the appropriate level and type of student involvement in the organization beyond classroom participation was unclear in the responses and showed a need to be considered.

An audit of employee satisfaction with and usefulness of internal communication media was conducted through the Emphasis publication in 1986 and repeated in 1987. Responses representing the overall level of satisfaction with internal communications had improved over the year (see Table 2). This was true for all employee groups except the Supervisory/Technical employees, which showed a decline in satisfaction with internal communication.

Table 2
Satisfaction With Internal Communications

Employee Group	1986 mean	1987 mean
All Responses	6.35	6.51
Administration	6.58	7.44
Faculty	6.48	6.80
Clerical	6.30	6.50
Supervisory/Technical	6.37	5.35

1 = "Not at all satisfied"
10 = "Very satisfied"

Responses as shown in Table 3 indicate that individual or small group interpersonal communications were generally perceived to be the most useful. Media that had increased in perceived usefulness included Emphasis, mailings to homes, and faculty or unit assemblies. Media that received lowest ratings from all employees in usefulness tended to be those that were targeted toward a subgroup, including college newsletters, electronic mail, and Commshare.

Table 3
Usefulness of Internal Communication Media

Vehicle	1986 mean	1987 mean
Discussions with supervisor	2.38	2.36
Emphasis	2.33	2.49
Department meetings	2.20	NA
Memos from administration	2.10	NA
The grapevine	2.02	NA
Mass media	2.02	NA
MCC Journal	2.02	2.00
Mailings to home	1.95	2.21
Discussions with students	NA	2.18
Weekly Word	NA	2.05
onCampus	NA	1.84
Committee minutes	1.88	1.84
College newsletters	1.88	1.78
Faculty/Unit assemblies	1.85	1.94
Audio visual presentations	1.72	NA
Bulletin boards	1.63	NA
Electronic mail	NA	1.50
Commshare	NA	1.49

1 = "of little/no use"
2 = "of some use"
3 = "of great use"

Existing Vehicles

The following tables document formal communication vehicles that currently exist within the College and serve to develop ideas and transmit information within the College. They include small and large group meetings, formally charged committees, and printed publications and newsletters.

Table 4
Institutional Meetings

Name	Audience	Schedule	Purpose
Board of Trustees Meetings	Trustees, Employees, Community	Monthly	Policy decisions, community forum.
President's Council	President & Vice-presidents	Weekly	Inter-unit coordination and information sharing; consider proposals; Board follow-up.
President's Expanded Council	1st & 2nd layer Administrators	6/year; Oct, Nov, Dec, Feb, Mar, Apr	To exchange information and develop strategy for future directions.
Managers' Meetings	Administrators & Managers	3 per year; Sep, Jan, May	To share information (from PC or PEC) to establish direction.
Unit Meetings	Administrators	Twice monthly	Coordination, production, & information sharing.
Division Meetings	Administrators	Varies	Coordination, production, & information sharing.
Department Meetings	Administrators & faculty	Varies	Coordination, production, & information sharing.
Faculty Assemblies	Full-time faculty	Sept/Jan	Share direction for the year. Update on progress; Presentation of teaching excellence awards.
Part-time Faculty Dinner	Part-time faculty	Friday before Thanksgiving	To honor and thank part-time faculty and provide an update of activities.
Faculty Development Day Meetings	Full-time faculty & Division Administrators	Spring	Provides an overview of activities & direction, professional development.
Annual All-Employee Meeting	All employees	Spring	The president provides an overview of the direction in progress.
Union Meetings	Group members	Varies	Information and decisions
Retirement Reception	All employees	May	Honors retiring employees; gifts presented.

Table 5
Ad Hoc or Standing Committees

Name	Members	Schedule	Purpose
Curriculum Committee	9 faculty 5 admin.	Every 2 weeks	Reviews proposals and recommends criteria and policies for the creation, evaluation, continuation, revision, and deletion of all course and program offerings; degree requirements; catalog descriptions.
Standards Committee	6 faculty 3 admin.	As needed	Recommends policies for student admission, retention, attendance, withdrawal, grading, audit; articulation; transfer; curriculum overlap; student appeals; faculty professional development and recognition;
Resources Committee	4 faculty 5 admin.	Monthly	Recommends policies for acquiring and administration of funding programs, reviews budgets; recommends allocations; use of learning media resources.
Articulation Subcommittee	2 admin. 4 faculty	Monthly	Addresses the securing and content of articulation agreements with senior colleges.
Scheduling Committee	4 admin. 5 faculty	Prior to each semester	Reviews class scheduling guidelines, PERT, and schedules. Makes recommendations.
Catalog Committee	4 admin. 4 managers 1 faculty	Monthly	Integrity of the catalog content. Maintains production timelines.
Recruitment Committee	3 admin. 4 counselors managers	Every 2 weeks	Coordinates, communicates, documents and evaluates college recruitment activities.
Grants Committee	Admin.	Varies	Reviews grants proposals.
Program Advisory Committees	Business reps; faculty, admin.	Varies	Recommends curriculum.

Table 6
Internal Newsletter Publications

Name	Producer	Format	Frequency	Target Audience
Bits & Pieces	Campus Ministry	Pamphlet	1/sem	employees students
To provide people with value-oriented personal and spiritual growth; To provide awareness of the Campus Ministry and the Newman Club.				
Computer Services	Computer Services	Newsletter	7/yr	employees computer labs
To notify staff and students of information needed to work with computers; provides a calendar of upcoming computer workshops.				
Commshare	Academic VP	Reprints	2/sem	faculty/admin.
To distribute articles or summaries on broad educational topics.				
Eater's Almanac	Health Services	Flyer	varies	staff subscribers
To provide good eating tips, recipes and other health information.				
Emphasis	College Relations	Short item News sheet	26/yr	employees retirees, Board
Information items on upcoming and past events, personnel changes, personal and professional accomplishments and commendations.				
Math/Science Network	Arts & Sciences	Newsletter	varies	administrators, math & science faculty
To increase identity awareness of the Math/Science department; information on teaching methodology, curricular news and departmental activities.				
Technology Newsletter	Division of Technology	Newsletter	varies	administrators, tech faculty
To share personnel, grant and general information with the Tech staff.				
"P" Bldg Events	Athletic Dept	Calendar	weekly	employees
To list events, location, time and permit number for faculty use.				

Table 6 (continued)
Internal Newsletter Publications

Name	Producer	Format	Frequency	Audience
Update	Student Services	Calendar	weekly	employees
Lists activities that require a facilities use permit.				
Weekly Word	Student Services	Newsletter	weekly	students/staff
Short items on campus activities; want ads.				
MCC Journal	Journalism class	Newspaper	6/yr	students/staff
To provide a media voice for students. Includes news reports and feature articles of interest to students.				

Roles and Responsibilities

The implementation, use, and adjustment of this system of internal communication is carried out in a decentralized fashion throughout the College. Every employee has a responsibility to help assure effectiveness in the communications initiated and/or disseminated within their span of control.

Centralized coordination and support of the formal aspects of internal communication is provided by College Relations and Employee Relations. From College Relations, these services include writing, editing and production of publications, media contact, communication events, advice and assistance, communications planning, evaluation, and program coordination. Services directed through Employee Relations include staff recruitment, new employee orientation, staff development, Right-to-Know law programs, and employee benefits and compensation information.

College Relations also provides consultation, speechwriting and visual presentation tools to official College spokespersons. These are:

Topic	Spokesperson
Institutional	President
Academic	Senior Vice-President, Academic Affairs
Student/Community	Senior Vice-President, Student and Community Services
Financial/Business	Senior Vice-President, Business
Labor Relations	Vice-President, Employee Relations
College Advancement	Vice-President, College Relations

Messages

The characteristics that members of the College have chosen as values were formally recognized and adopted by the Board of Trustees on November 20, 1984. These values serve as the framework for messages presented through the internal communication program:

- Excellence
  in teaching and support for learning,
  in management and governance,
  in individual performance.

- Contribution
  to the expanding body of knowledge,
  to the advancement of our professions,
  to the enrichment of our society.

- Responsiveness
  to the changes in our environment,
  to the current and emerging needs of our students,
  to human and technological potential.

- Leadership
  in education and human development,
  in the community we serve,
  in the organizations we join.

- Innovation
  in fulfilling our Mission,
  in performance and problem-solving,
  in planning and shaping our future.

Internal communications serve to establish, reinforce and extend an organizational culture that adheres to these values.

Organizational Futuring

The emphasis and processes of organizational functions, including communications, will predictably vary as the organization goes through the birth, growth, maturity, and decline stages of organizational life cycle (Quinn & Cameron, 1983). Community colleges, including Macomb, are part of an industry in a mature phase of development with many colleges imminently facing the possibility of decline. Innovation has been identified by Tom Peters (1984) as one of the basic characteristics of excellent organizations, but the need for this attribute intensifies for mature organizations striving to prepare for a renewal phase in their life cycle -- to interrupt decline with renewed growth. A major thrust of internal communications at Macomb Community College in the years ahead must therefore focus on the facilitation of innovation.

Goals and Objectives

Internal communications serve to identify, establish, and maintain mutually beneficial relationships between the organization and the employees (Cutlip, Center, & Broom, 1985; Myers & Myers, 1982). The concept of mutual benefit implies success for the organization and job satisfaction for the employee. Based upon this concept, the goals of the Internal Communication Program at Macomb Community College are to:

1. Enhance the effectiveness and productivity of the institution in achievement of its mission.

2. Foster an organizational climate conducive to job satisfaction and supportive of individual and group contribution.

Effectiveness and productivity of the organization is dependent upon the timely transmission of information needed for tasks. It also depends upon mechanisms that facilitate group and personal interaction. The dissemination of information is needed for communicating institutional and group direction, determining priorities of effort, ensuring completion of work and evaluating performance. Additional interactive mechanisms are necessary for communications in planning, problem-solving, group decision-making, encouragement of innovation, and the securing of commitment to achieve the institution's goals. Employee communications use internal media to enhance employee regard for the organization, and to gain understanding and support from employees for programs and policies (Lusterman, 1987).

A healthy organizational climate is characterized by openness and trust in communications and by mutual understanding between and among employee groups. Internal communications are used to establish and maintain the culture of the organization, designating appropriate behavior and expectations without official mandates. They speak with high regard for individual and group efforts and contribution, often transmitted through institutional myths and stories. They portray individuals as full partners in the organization, creating high morale and feelings of self-esteem. The result of a positive climate can be job satisfaction for employees, including maximum participation, challenging tasks, fulfillment of job values, a sense of contribution, high motivation, personal status and recognition, and opportunities for professional development.

Timing of Objectives

Within the communication goals of productivity and job satisfaction, there are four major work phases or points in time for which the objectives of internal communications are different. These are designated as (1) the start of employment at the College, (2) the daily or usual work situations, (3) recognition and reward beyond compensation for exemplary achievement, and (4) work interruptions, including weather closings, disaster, or departure from the institution. The objectives for each work phase are:

The start:
- Provide new employees with an orientation to the College.
- Define the organization's culture and identity for new employees.
- Communicate the employee's responsibility to the institution.
- Communicate the benefits and sources of help for each employee.

The daily work:
- Provide accurate and timely information needed for maximum job performance.
- Provide information on significant developments and trends that affect the organization.
- Explain and explore issues, opportunities and dominent themes.
- Create an awareness and understanding of the College's operations, problems and goals.
- Solicit and encourage input and risk-taking for improving operations.
- Increase the amount of upward communication.
- Enhance the role and responsibility of the immediate supervisor as the provider of information.
- Provide the tools for all employees to function as representatives of the College on and off the job.
- Give visibility and focus to the personal and human aspects of the organization.
- Increase awareness and participation in staff development activities.
- Address equipment and training for communication technology access.
- Establish and maintain pride in being part of the Macomb family.

Rewards and recognition:
- Enhance opportunities for appropriate individual, group and institutional recognition.
- Communicate the value of individual contribution and ideas.
- Provide recognition of superior performance on the job.
- Provide means to recognize longevity within the institution.

Work interruption or departure:
- Provide accurate, timely information about partial or full work stoppages and prospects for start-ups.
- Create networks for 24 hour contact during snow emergencies and other natural emergencies.
- Develop contingency communication plans for disaster or other forms of work interruption.
- Provide positive basis for redefined relationships with the College after retirement or resignation.

Purposes of Internal Communications

Further definition of what internal communication is expected to accomplish will set the parameters for the Internal Communications Plan. According to Farace, Monge and Russell (1977), communication within an organization serves at least three purposes: (1) production, (2) innovation, and (3) maintenance.

Production Communication. Production communication is typically focused on task-related information -- that which is necessary to getting the work completed. Production messages are those that direct, coordinate and regulate the activities of the organization so that the mission of the organization is accomplished. They typically flow along organizational lines of authority, such as that between supervisors and their staff. Production messages are informational in nature and include task direction, performance expectation and evaluation.

Innovation Communication. Internal communications is the vehicle through which innovation and entrepreneurship are encouraged. Innovation communication solicits ideas and facilitates problem-solving and the acceptance of risk-taking. The most entrepreneurial companies stress open communications across units and encourage face-to-face information sharing. The design and use of the internal communication system can either constrain or empower the effort to innovate (Kanter, 1983).

Such communication is most effective when it is open, two-way, and interactive. Furthermore, it needs to be integrated throughout the organization.

> The most effective mechanism to foster innovation in the organization is to make innovation communication (the generation of new ideas and practices) a clear part of the job responsibility of each successive level of management. This means that all members of the organization routinely gather new ideas, suggest them to others, discuss them with peers, subordinates and supervisors, and are generally held accountable for innovation communication in the same way they are held accountable for the completion of any task-oriented project. (Farace, Monge & Russell, 1977, p. 67)

Maintenance Communication. Maintenance communications are those aimed at (1) maintaining the individual employee's self-concept and sense of personal worth and contribution, (2) placing value on the interaction with other employees, and (3) maintaining or altering the perceived importance of the organization's production and innovation needs (Farace, Monge & Russell, 1977). These commmunications would then focus on the creation and maintenance of an organizational climate conducive to maximum productivity, the integration of the organizational culture and values to all employees, recognition and reward of individual and group performance, and the proliferation of trust and credibility of messages.

Internal Communications as a System

The goals of internal communications cannot be accomplished through the use of a single media or a limited number of vehicles. The individual receptivity and preferences for receiving information and message varies among employees. An effective system utilizes a wide array of vehicles to convey and repeat messages, with specific choices dependent upon the purpose of the communication and the work phase. Table 7 presents this array of formal vehicles at Macomb, with asterisks designating those currently slated for development or revision.

Table 7
System of Formal Internal Communication Vehicles

Work Phase	Communication Purpose: Production	Innovation	Maintenance
Start	Job descriptions Faculty Handbook Handbook of Student Rights & Resp.	*Orientation program *Welcome brochure	Right-to-Know Org. charts Guide to College Services Contracts
Daily Work Up:	Staff meetings Dept. annual reports *Feedback sessions	*Suggestion system Expanded PC *Environmental scanning	Climate surveys Communication audits
Down:	Memos Manager's meetings Procedure manuals Planning documents Board meetings	All-Employee mtgs Commshare Faculty Dev. Day Publication routing	*Guidelines Book Letters from the President Faculty Assembly
Across:	President's Council *EMC2/ACCT Committee minutes Manager meetings Union meetings Update	Task teams Committees *Displays/Exhibits *Staff dev. workshops Open houses Forum luncheons	Emphasis Newsletters MCC Journal Weekly Word *Bulletin boards Phone directory Clerical/STA lunch
Recognition	Performance evaluation Emphasis	Teaching awards PT Faculty Dinner	Service awards Recognition book
Interruption/ Departure	Radio announcements Press relations Grievances *Information Center *Disaster Alert		*Exit interview Retirement reception Death notices

*Needs Development/Revision

Action Plan

Four major strategies appropriate for Macomb Community College's internal communications program are:

1. Recognizing the roles of interpersonal, small group, large group and mass communication, placing an emphasis on personal contact and interaction and de-emphasizing impersonal forms of communication.

2. Enabling employees to participate effectively in communicating with others through training, education, advice and counsel and the provision of internal communication services.

3. Developing a readiness within the College to respond to the needs and wants of the community it serves through a long term program for latent understanding of issues and institutional direction.

4. Creating an Internal Communications Committee of employee group representatives to provide insight, perspective and direction for the internal communications program.

Internal Communications Committee

It is essential to have employee involvement in the design and focus of the internal communication system since all employees need to use and benefit by it. The strategy of creating a committee is to achieve wide employee representation and commitment to effective communications.

Presentation of this plan to President's Council and discussions throughout the months of November and December of 1987 are expected to result in the identification of appropriate membership of the Internal Communications Committee. The charges to the committee are to (a) review, modify and approve the internal communications plan, and (b) monitor the implementation of the plan. Coordination of this committee will be provided by College Relations.

The committee is to convene in January, 1988, and meet every two weeks throughout the winter semester to complete the review and modification of this plan. After that, ongoing monthly meetings will serve to monitor the implementation. Activities involved in monitoring should include the review of the additional research findings from climate surveys, communication audits, needs assessments, and other sources. The ongoing formative evaluation through such data should result in periodic recommendations for the internal communications program. Furthermore, any new formal internal communication efforts are to come before the committee for assessment in light of the approved plan and research findings.

Program Recommendations

In addition to the four general strategies, several components of the internal communication system need the attention of the Internal Communications Committee. These components include (1) new employee orientation, (2) innovation communication, and (3) feedback systems. It is also suggested that the Staff Development Task Force considers (4) the staff development recommendations presented in this plan, and that College Relations addresses the centralized aspects of (5) employee news and information.

New Employee Indoctrination. Internal communications are used during the period of new employee orientation to provide introductory information and to integrate newcomers into the organization. This has been accomplished over the thirty years of Macomb's existence, many times with large numbers of new employees each year. However, Macomb has now matured as an organization and may no longer be providing new employees with appropriate orientation and indoctrination into the College community.

The research of Jablin and Krone (1987) suggests that a review of new employee orientation is needed at various stages of organizational growth. Recruiting and socialization processes are somewhat different in organizational maturity since organizational births are typically associated with a high degree of entrepreneurial activity, including the generation of resources and ideology. During the initial period of the life cycle, the socialization of newcomers and communication of the organization's mission tends to be performed by the founder or members of the dominant coalition.

As an organization matures, it becomes more formalized and centralized. Some degree of organizational "drift" emerges and a gap develops between the founders' ideals and intentions and the "enacted organization." This creates conflicting socialization messages for newcomers. At Macomb, the orientation and attention given to new employees is now scattered and inconsistent across departments.

Some recommendations for improving new employee orientations include (1) a thorough review and documentation of the current practices, (2) the creation of a new employee orientation manual for use by individual supervisors, providing suggestions and checklists, and (3) the revision and standardization of packets of helpful printed information for use by new employees.

Innovation Communications. We know that innovation can be increased through communication, but only a limited number of recommendations as to how this can be addressed have been identified. One of these is to place emphasis on bringing new information and ideas into the College through a more formal environmental scanning network.

Environmental scanning networks are currently informal but exist throughout the College. Whenever relevant new ideas derived from external sources are brought into the College and shared, environmental scanning has occurred. It is desirable, however, to move toward a more formalized scanning system to identify access points or information sources.

Most individuals are recognized information resources due to their work responsibilities and areas of expertise. Beyond the formal structure, however, there are a number of self-selected champions for a variety of issues. These people have become expert in the latest developments and trends in specific topical areas outside of the scope of their daily work. Their informal role is one of receiving and disseminating information, typically by reviewing literature and media sources of information and keeping knowledgeable as to when, where and to whom the information might be useful. The College has identified a partial list of these experts and their topics:

Employee	Topic of Choice
Sue Ambo	Teaching of Critical Thinking
Sue Calkins	International Education
Al Chabot	Outcomes of Education
Del Corey	Futures Research
Kathy DeTone	Health and Wellness
Joyce Feldman	The Aged
Al Hebert	Teaching of Values
Jim Jacobs	Auto Industry and Michigan Manufacturing
Diane LaVeglia	Child and Family Care
Dorothy Savage	Futuring Process
Dennis Thompson	Writing and Speaking Across the Curriculum
Phyllis Walrad	Student Assessment
Christine Zawacki	Experiential Learning
Karl Sjolander	Microcomputer Applications

The College should take active steps to seek out enthusiastic staff and encourage these internal champions. One mechanism might be to provide them with greater opportunities for visibility for their ideas, perhaps a column in a publication, a news feature article, or an internal speaking platform.

Another recommendation for innovation communication is to provide staff training in communication skills that enhance the generation of new ideas or applications. These might include such things as brainstorming and storyboarding techniques. It is suggested that the Staff Development Task Force explore this concept further.

Feedback Systems. The goals of successful productivity and positive organizational climate with mutual understanding can best be achieved through a two-way model of communication. This plan must therefore ensure that vehicles are in place to provide adequate opportunity for upward communication as well as downward and lateral. Open upward communication is the most difficult to achieve. The Internal Communications Committee will need to explore possible enhancements to address this aspect, including (a) the development of a suggestion system and (b) feedback sessions or mechanisms.

Staff Development in Communication Skills. One of the keys to understanding communication processes and behaviors in organizations is to recognize their developmental nature (Jablin et al, 1987). Those who communicate well with others will be able to maximize opportunities to learn from others.

The Staff Development Task Force is a recently formed ad-hoc committee charged with addressing staff development needs. It is comprised of representatives from each unit of the college. It is expected that this task force will recommend arrangements for workshops and training activities to be developed over the 1987-1988 year consistent with the intent and objectives of this plan. These workshops are to include enhancement of the understanding of communication processes and consequences. They are also to include opportunities for the development of skills in the use of communication vehicles. Several activities are already in place at the departmental level and are part of this staff development effort. They include workshops offered through Computer Services for employees wanting to improve their capabilities in the use of the College's electronic mail system, EMC2.

Employee News and Information. Improvements in the distribution of employee news and information will be addressed by College Relations in concert with the Internal Communications Committee and other departments as appropriate.

Several publications need development or review for revision. These include Guidelines for the Functioning of Macomb Community College, unit manuals or directories of services, and organization charts. A special purpose publication to be developed might be a Welcome brochure for new employee orientation packets. Departmental or special interest newsletters are to remain decentralized, but consultation will be provided to departments or divisions wanting to revise the format or image of their area newsletter.

A separate plan needs to be developed for communication during a period of crisis or disaster. It should include mechanisms to contact all employees, designated spokespersons, and emergency actions. This plan will be completed jointly by College Relations and Public Safety.

The Information Center (445-7999) is currently being used to handle telephone inquiries about the College from potential students. The expansion of this function to handle certain types of employee calls may also be considered, including requests for existing publications for external distribution.

Bulletin boards are a resource already in place at the College, but not heavily utilized. Those in key locations should be reviewed for purpose, appropriate types of messages, frequency of change, and responsibility of maintenance. Displays and exhibits could also be more fully utilized.

Electonic mail is a communication vehicle which has additional capacity for use. Although access is still limited, use could be increased by including current editions of newsletters, meeting minutes, and a calender of institutional activities. A separate committee is currently reviewing applications, potential uses, and acquisition of equipment for expanded electronic communications.

INSTITUTIONAL MEETINGS

MEETING	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Board of Trustees	X	X	X	X	X	X	X	X	X	X	X	X
President's Council	X	X	X	X	X	X	X	X	X	X	X	X
President's Expanded Council					X	X	X		X	X	X	
Managers' Meetings				X				X				X
Unit Meetings	X	X	X	X	X	X	X	X	X	X	X	X
Faculty Assemblies				X				X				
Part-time Faculty Dinner						X						
Faculty Development Day										X		
Organization Days			X					X				
Annual Employee Meeting										X		
Retirement Receptions												X
Twenty-year Service Luncheon												X
COMMITTEES												
Scheduling		X				X						
Catalog				X	X	X	X	X	X	X		
Recruitment	X	X	X	X	X	X	X	X	X	X	X	X
Curriculum				X	X	X	X	X	X	X	X	X
Standards												
Grants												
Resources	X	X	X	X	X	X	X	X	X	X	X	X
Articulation	X	X	X	X	X	X	X	X	X	X	X	X
Advisory Committees	X	X	X	X	X	X	X	X	X	X	X	X
EMPLOYEE RELATIONS												
Right-to-know Law		X	X	X	X	X	X	X	X	X	X	X
Employee Benefit/Contracts		X	X	X	X	X	X	X	X	X	X	X

INSTITUTIONAL PUBLICATIONS

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Departmental Newsletters	X	X	X	X	X	X	X	X	X	X	X	
Commshare			X		X			X		X		
Eater's Almanac		X	X	X	X		X	X	X	X	X	X
Emphasis	X	X	X	X	X	X	X	X	X	X	X	X
Athletic Events			X				X					
Update	X	X	X	X	X	X	X	X	X	X	X	X
Weekly Word	X	X	X	X	X	X	X	X	X	X	X	X
Institutional Calendar		X										
Staff Recognition Booklet										X		

OFFICIAL DOCUMENTS

Guidelines for the Functioning of Macomb Community College
Policy and Procedure Manual - Academic Affairs
College Catalog
Faculty Handbook
Identification Manual
Records Management Manual

Table 9
College Expenditures for Internal Communication Products

Publication	Cost	Department
Update	$ 400	Student/Community Services
MCC Journal	22,000	Student/Community Services
Weekly Word	6,000	Student/Community Services
Telephone Directory	1,200	Administrative Services
Commshare	3,900	Academic Affairs
Guide to College Services	3,600	Student/Community Services
Emphasis	4,500	College Relations
Computer Services Newsletter	2,600	Computer Services
Eater's Almanac	1,030	Student/Community Services
Bits & Pieces	875	Student/Community Services
CCO Newsletter	75	Arts and Sciences
Student Rights & Resp. Handbook	NA	Student/Community Services
Campus Maps	450	College Relations
Guidelines For Functioning	1,500	College Relations
Department Annual Reports	NA	Departments
Right-to-Know Packet	500	Employee Relations
Organizational Charts	NA	Employee Relations
Procedure Manuals	NA	Departments/Divisions/Units
Recognition Booklet	2,100	Employee Relations
Part-time Faculty Handbook	2,200	Academic Affairs
Math/Science Newsletter	415	Academic Affairs
Employee Contracts (Printing)	4,750	Employee Relations
Job Postings	2,100	Employee Relations
Committee Meeting Minutes	10,500	Departments/Divisions/Units
President's Council Minutes	1,100	President's Office
Institutional Calendar	200	Employee Relations
Internal Publications Total	$76,995	

Employee Event/Activity	Cost	Department
All-Employee Meeting (Graphics)	$ 5,000	President's Office
Retirement Reception (Gifts)	1,200	Employee Relations
Faculty Assembly (Graphics)	1,800	President's Office
Service Awards	3,500	Employee Relations
Teaching Awards	500	Academic Affairs
Other meetings* (Facilities)	15,000	Departments/Units
Displays/Exhibits	5,000	College Relations
Academic Affairs Climate Survey	900	Research and Evaluation
EMC2/ACCT (Maintenance Contract)	4,200	Computer Services
Event/Activity Total	$36,600	

* Included are staff meetings, manager's meetings, Board meetings and dinner sessions, President's Expanded Council, open houses, Forum luncheons, staff development workshops, committee meetings, task team meetings, part-time faculty dinner, and union meetings. The costs of printed materials to be distributed are not included.

Evaluation

The evaluation of internal communications is designed in the context that this program is a going concern, with the intent being formative rather than summative. Evaluation plays a vital role in directing and adjusting the ongoing and future internal communications activities at Macomb.

Warren Heemann, Editor of CASE's Criteria for Evaluating Advancement Programs (1985), states that internal evaluations provide guidance for planning and budgeting. The results can be used by managers as the basis for informed decisions to reallocate human and material resources as well as for credible appeals for staffing and operating needs. Internal evaluations can also be useful in preparing staff for assuming expanding roles necessary to achieve the desired program goals. Further, both the process and results can provide persuasive evidence of the need for involving college staff in the institution's planning and decision making. This supports the involvement of all departments in the evaluation of internal communications, supported by research and coordinated through the Internal Communications Committee.

Criteria and Measures

The criteria for evaluation set forth in this document will help answer the College's need for widely accepted guidelines for evaluation of internal communications. Evaluation of the internal communications program is to occur at three levels: (1) preparation, (2) implementation and (3) impact.

The criteria for evaluating preparation are:

- the accuracy of the information,
- the relevancy of content,
- the choice of vehicles,
- the appropriate level of quality, and
- how well the program matches the demands of the situation.

Criteria for evaluation of program implementation are:

- how efficiently the program is carried out,
- how completely communications are disseminated,
- the production and dissemination timelines, and
- the extent to which the two-way communications model was followed.

Impact criteria measurements document the extent to which the stated goals and objectives are achieved. In addition, impact criteria have been identified by Cutlip, Center and Broom (1985) as seven outcomes of effective internal communications:

- Confidence and trust between employer and employees
- Candid information flowing up, down, and sideways
- Satisfying status and participation for each person
- Optimism about the future
- Continuity of work without strife
- Healthful surroundings
- Success for the enterprise

Communications Research

A well conceived internal communications plan requires careful ongoing research and fact-finding in order to identify employee opinions and attitudes, and to clearly identify problems and opportunities to be addressed in program development, modification, and implementation. The following research should be conducted on a periodic basis to provide measurements of the stated criteria and to identify the achievement of the goals and objectives of the internal communications program.

1. Institution-wide climate surveys should be conducted every two years to measure changes in the climate over time. Modifications should be made to the survey instrument to identify patterns in sending and receiving information among various employee groupings.

2. An annual communications audit should be conducted through mail-back surveys in the Emphasis newsletter to collect opinions from employees on topics of interest and use of publications.

3. A network analysis should be conducted over the next year to more clearly identify channels of communication within the institution.

4. A literature search should be conducted annually to keep abreast of the latest theories and techniques for communicating effectively with internal audiences.

5. A document search should be conducted to identify and bring together all existing policy and procedures of the institution relating to internal communications.

Management Reporting

The Internal Communications Committee will have the responsibility to review the research findings and to develop recommendations for program modification based upon those findings. In addition, they will provide a report to President's Council at the end of each semester that includes (a) the status of the internal communication system, (b) the research findings and their implications, (c) the committee's recommendations for modification of the system, and (d) a report of the committee activities.

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APPENDICES

A Statement of Advancement Philosophy

The advancement function of Macomb Community College is based on the philosophy that new endeavors of the College should be mission-driven, needs-based, and supported by appropriate consensus.

Advancement activities aim to help the College meet its mission of serving the community by strengthening relationships and encouraging mutual understanding, benefit and satisfaction between the College and constituencies. In doing so, continuous interactions with the community are used to monitor the environment, and to assist organizational innovation and adaptation to changing conditions.

All units of the College contribute to the advancement process through research, strategic and operational planning, the development of new programs and services, the development of support systems to facilitate delivery of programs and services, communication, and evaluation.

Advancement programs are designed to:

- **Identify developing trends** which drive the information, knowledge and credentialing needs of the local community
- **Determine prevailing public attitudes** and opinions about Macomb Community College
- **Develop a readiness within the College to respond** to the needs and wants of the community it serves
- **Develop a readiness within the community to support** the College in its pursuit of its basic mission
- **Position Macomb Community College** as a full partner in the area of post-secondary education in Michigan and the nation
- **Encourage awareness of, interest in and utilization of** the programs and services offered by the College
- **Support the development, pricing, communication and delivery** of new courses, programs and services.

MACOMB COMMUNITY COLLEGE
INSTITUTIONAL ADVANCEMENT FRAMEWORK

PLANNING

Strategic Planning

Goal: to anticipate national and local trends in information, knowledge and credentialing needs and actively position the institution with its internal and external publics in a state of readiness to respond.

Goal: to position the institution as a full partner in the system of higher education in Michigan, and to contribute to positioning the community colleges as a full partner in the U.S. system of higher education.

Leadership: performed in close concert with President's Council.

Research:
- Demographics of community, area
  Population; age; sex; income; education; occupation
  location; migration; employment
- Psychographics, lifestyles and attitudes
- Environmental scanning
- Identification of trends
- Competitive analysis
- Assessment of market position

Focus:
- Mission/goals orientation
- 10-15 year horizon
- Attention to total market size
- Focus on people
- Identification of needs
- Demographics/psychographics
- "System spokespersonship"

Operational Planning

Goal: to facilitate the identification, development and dissemination of data and information necessary to make sound decisions regarding the operation of the institution.

Goal: to develop and communicate policies, procedures and frameworks for reference in the conduct of decentralized advancement activities.

Leadership: performed in close concert with operational divisions.

Research:
- Evaluation of effectiveness in meeting mission
- Market penetration
- Market size
- Enrollment forecasting
- Student success measures
- Productivity/faculty performance
- Program evaluations
- Costs per credit hour/headcount
- Student outcomes
- Facilities/space utilization

Projects:
- Institutional marketing plan
- Institutional recruitment plan
- Divisional marketing plans
- Center-institute marketing plans
- Internal communications plan
- Institutional media relations plan
- Institutional community relations plan
- Institutional crisis communications plan

PROGRAMMING

Enrollment Development Program

Goal: to maximize enrollment/re-enrollment in the College.

Goal: to disseminate information about the College's programs, services and capabilities to potential students or clients in order to create a readiness to turn to the College to fulfill a future information, knowledge or credentialing need.

Goal: to disseminate information about MCC's programs, services and capabilities to employees to create an ability and readiness to respond to the needs of students.

Leadership: performed in close concert with Academic Affairs and Student and Community Services units.

Research:
- Enrollment reports
- High school feeder reports
- K-12 enrollment projections
- Communications effectiveness (messages and vehicles)
- College choice factors
- Tracking of inquiries/request and follow-up
- Student interest surveys

Projects:
- Publications program
    - Catalog
    - Recruitment brochures
    - Viewbook
    - Campus Voice
- Advertising/direct mail program
    - Occupant mailers
    - Print advertising
    - Broadcast advertising
- Student retention/re-enrollment program
    - onCampus
- K-12 recruitment program
- Business/industry recruitment program
    - Trade shows/exhibits
    - Information Center
- Product publicity program

Market Research/Product Development Program

Goal: to plan and execute the conception, pricing, promotion and distribution of courses, programs and services that satisfy student and institutional objectives.

Leadership: performed in close concert with Academic Affairs and Student and Community Services units.

Research:
- Student profiles and summaries
- Educational intent; plan of work
- Analysis of target markets
    - K-12; 18-24; 25-50; 50+
    - Alumni; employers; professional associations
    - Degree credit; non-credit; customized
- Program/service needs assessment and market demand
- Market strengths/advantages
- Employment trends
- Technological changes
- Graduate follow-up
- Job market and employability of graduates
- Transfer student success measures
- Learning processes, preferences and access
- Support service satisfaction measures
- Centrality to mission measures
- Program quality measures
- Social utility/program uniqueness

Projects:
- Portfolio analysis
- Recommendations for curriculum changes/development

Resource Development Program

Goal: to maximize traditional and non-traditional sources of funding for Macomb Community College.

Leadership: performed in close concert with resource management and allocation programs of Business unit.

Research:
- Donor identification/record
- Pricing analysis
- Identification of tuition assistance plans
- Financial aid demand/needs
- State equalized valuation reports

Projects:
- State grant program (state funding)
    - Basic
    - Capital outlay
    - Special
- Federal grant/financial aid program (federal funding)
    - Grants committee
    - Special
- Enrollment management program (tuition)
    - Headcount
    - Credit hour generation
- Millage program (tax base)
- County economic development program (tax base)
- Fund development program (gifts)

Internal Communications Program

Goal: to enhance the effectiveness and productivity of the institution in achievement of its mission.

Goal: to foster an organizational climate conducive to job satisfaction and supportive of human contribution.

Leadership: performed in close concert with Employee Relations/Human Resource Management.

Research:
- Literature search and review
- Communications use and interest audit
- Network analysis
- Document analysis
- Institutional climate assessment
- Staff development needs assessment
- Internal communication needs assessment

Projects:
- New employee orientation
- Employee news and information program
    - Expanded PC/Managers meetings
    - Annual all-employee meeting
    - Emphasis
- Employee recognition program
    - Staff Recognition Booklet
    - Service awards program
    - Teaching Excellence Awards
- Staff development in communication skills
    - Seminars and workshops
- Crisis Communications
- Affiliate Communications
- Innovation Communications
    - Environmental scanning network
- Feedback systems

Reputation Development Program

Goal: to identify and utilize appropriate opportunities to increase the visibility and credibility of the College in order to favorably position the institution in relation to other colleges and universities.

Leadership: initiated in advancement office.

Research:
- Identification of communication networks
- Sources of information
- Awareness, image and reputation measures
- Preferences and impact of sub-unit names

Projects:
- Top management counsel and support
- Institutional spokespersonship identification
- Presenting/publishing opportunities
- Visibility for research findings
- Symposia/conferences
- "Bullet book"

Community Development Program

Goal: to create a readiness to support the College in non-marketing endeavors.

Leadership: performed in close concert with Student and Community Services unit.

Research:
- Economic environment measures
- Quality of life measures
- Voting patterns
- Issues identification
- Newspaper readership and radio penetration

Projects:
- Decision maker relations program
  - Legislative delegation
  - Local elected officials
  - Administrative structure
  - Key organizations
- Grassroots support program
  - Report to the Community
  - Citizens
  - Key organizations
- News media relations program
  - News/feature
  - Editorial
  - Print
  - Broadcast

SUPPORT SERVICES

Goal: to provide College faculty with classroom aids to facilitate the process of teaching and learning.

Goal: to provide employees with the communication tools necessary to pursue College and unit goals and objectives effectively.

Goal: to assure the maintenance of consistency and high standards of quality among all major internal and external communications.

Leadership: demand responsive and advancement unit-initiated.

Services:

Counseling Services
- Office of the President
- Senior Vice President for Academic Affairs
- Senior Vice Preident for Student and Community Services
- Faculty and staff on request

Project Development/Implementation Services
- Conceptualization and message development
- Editorial Services
    - Copy development
    - Copy editing
- Design Services
    - Typesetting
    - Keylining
    - Mechanicals preparation
- Photographic Services
    - Still, black and white and color
    - Video
- Media Placement Services
    - Public Service Announcements
    - Paid advertising, print and broadcast
    - Press release placement
- Target Mailing Services

Research:
- Service demand/use levels
- Client satisfaction measures
- Identity program evaluation

CBA/es
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Section 2

Employee Philosophy and Principles

The purpose of the employee body at Macomb Community College is to optimize achievement of the College's mission and goals. This is done by focusing daily on effectiveness, efficiency, and quality, recognizing that the most important resource the College has is the College staff. The daily accomplishments of the College staff are for the benefit of the students and the community, but they can also be a source of personal satisfaction and growth.

Each staff member has a role and a responsibility in meeting the College mission and goals. Staff suggestions in the decision-making process are solicited and welcomed in order that better decisions at all levels can be made. Although the College mission and purpose remain relatively stable, as the environment within which the College functions changes, there is a need to review and change the College goals. This review is continuous and incorporates environmental scanning for potential objectives that can be measured against needs, assumptions, missions, and desires.

Within this framework, employees at Macomb Community College strive to incorporate the following principles:

1. *All employees of the College contribute to the success and quality of the College through their activities both on and off the campus. Since the personal dignity, achievement, and contribution of each employee is important, individual achievement and service to the College should be recognized.*
2. *All College employees have a management responsibility, if only of their own time and workload. College employees are expected to manage their own area of responsibility within the scope of their position with the College.*
3. *The College staff has a responsibility to be as helpful and courteous as possible to all individuals who come in contact with the College, including fellow employees.*
4. *The most capable people available will be selected for each position within the organization, therefore, all College staff are encouraged to upgrade their skills and capabilities through continuing programs of training and education. The development of subordinates is the responsibility of all staff in supervisory roles.*
5. *All individuals should be given as many opportunities as possible to use their abilities. Problem identification and problem solving is a shared responsibility and the College encourages open communications to take advantage of ideas and knowledge of all employees.*
6. *The College encourages communication and mutual understanding between and among employees and College units. The College fosters an atmosphere of honesty and trust related to both data and news.*
7. *All units of the College should have clearly stated objectives that are in concert with the mission/purpose and goals of the College. Individuals should have the freedom to work toward these objectives in ways they determine best for their own areas of responsibility as long as they consider coordination with other units and do not adversely affect others. Therefore, all units of the College should work in unison toward common objectives.*

Employee Philosophy and Principles

8. *College management will foster an atmosphere in which individuals can enjoy their work while achieving College objectives. The College expects that individuals should be fairly compensated and provided with a pleasant and technologically modern work environment.*
9. *Individuals are expected to work hard, intelligently, and with interest in the high quality of what they produce, and employees shall be judged upon their performance. With the exception of inadequate work performance, reassignment due to changing needs or technological advances is viewed as a preferred alternative to termination.*
10. *Teams and task forces are an integral part of the College work environment. At times, reporting responsibilities may be altered due to assignments to such project teams. The College wishes to provide an atmosphere that will encourage initiation, innovation, risk taking, planning, decision making and evaluation. Problem solving and conflict resolution should be open and occur within established channels.*
11. *Decisions are encouraged to be made at the lowest possible level in the organization consistent with the scope and authority of the position. Decisions made within this individual authority and responsibility and consistent with the College's employee philosophy will be backed by the organization. All decisions are to be made in a timely manner and should be based on the best information possible at the time.*
12. *All actions of the College and its agents should be conducted at the highest legal and ethical standard.*
13. *The College recognizes that we are part of a larger community and encourages active involvement in the local community, professional organizations and in affairs on a statewide or national basis. Appropriate distinctions between voluntary involvement as an individual and involvement as a representative of the College should be made and individuals should conduct themselves accordingly.*

Adopted by the President's Council
Macomb Community College
January 5, 1983

Revised by Representatives
of the Employees
Macomb Community College
August 12, 1985

Ongoing Pursuits

ONGOING EDUCATIONAL PURSUITS

A. Strengthening Relationships

- K-12 Districts/MISD
- Senior Colleges
- Accreditation Agencies
- Special Clients
- Professional Staff
- Academic Funding Sources

B. Basic Literacy

- Encourage Prior to Admission
- Provided by the College (Assess, Orient, Advise, Monitor)
- Assistance from Other Agencies
- Evaluate for Effectiveness

C. Computer Proficiency and Integration

- Teaching Staff
- Students/Curriculum
- Support Staff
- Administrative Systems
- Hardware/Software Upgrades

D. Relevancy and Vitality of Instruction

- Offerings Proportionate to Demand
- Currency of Content
- Currency of Delivery Systems
- Responsiveness of Delivery Systems
- New Program Development
- Course/Program Deletions

E. Progress and Completion Standards

- Student Goal Identification
- Competency Measures
- Academic Monitoring
- Grading and Certification
- Advising and Counseling
- Realistic Student Expectations
- Recognition of Accomplishments

ONGOING ORGANIZATIONAL PURSUITS

A. People Orientation

- People as Contributors
- Recognition of Achievement
- Support as Professionals
- Opportunity for Involvement
- Opportunity for Employee Development
- Emphasize Internal Communication

B. Marketing Approach

- Needs Based System
- Image and Reputation
- Product Development
- Promotion and Awareness
- Concern for Pricing
- Location of Offerings

C. Information Management

- External Compliance
- Internal Improvement
- Uniformity and Consistency
- Utility and Value
- Accuracy and Availability of Data

D. Issue Orientation

- Early Alert System
- Impact Capability
- Credibility as a Critic
- State and National Involvement
- Awareness of Public Opinion

Adopted by the President's Council
July 2, 1984

Characteristics of Four Models of Public Relations

CHARACTERISTIC	MODEL			
	PRESS AGENTRY PUBLICITY	PUBLIC INFORMATION	TWO-WAY ASYMMETRIC	TWO-WAY SYMMETRIC
Purpose	Propaganda	Dissemination of information	Scientific persuasion	Mutual understanding
Nature of Communication	One-way; complete truth not essential	One-way; truth important	Two-way; imbalanced effects	Two-way; balanced effects
Communication Model	Source ⇨ Rec.	Source ⇨ Rec.	Source ⇨ Rec. ⇦ Feedback	Group ⇨ Group ⇦
Nature of Research	Little; "counting house"	Little; readability, readership	Formative; evaluative of attitudes	Formative; evaluative of understanding
Leading Historical Figures	P.T. Barnum	Ivy Lee	Edward L. Bernays	Bernays, educators, professional leaders
Where Practiced Today	Sports, theatre, product promotion	Government, nonprofit associations, business	Competitive business; agencies	Regulated business; agencies
Estimated Percentage of Organizations Practicing Today	15%	50%	20%	15%

SOURCE: Cutlip and Center, *The Nature of Public Relations*

ERIC Clearinghouse for Junior Colleges OCT 07 1988